West Virginia State University

Department of English

Annual Report

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May 2012

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1. Quantitative Items

a. Number of Majors

	Fall '11	Spring '12
0015 Literature	14	14
0019 Professional Writing	30	30
0430 English Education 5-9	4	5
0560 English Education 5-12	48	48
Total	96	97

b. Number and Names of Graduates

	Summer 2011		December 2011		May 2012[1]	
0015 Literature						
0019 Professional Writing	Miranda Pierce	1	Mark Talbert	1	Emily Rowley[2]	1
0560 English Education	Lisa Graley	1	Mary E. Harrah Courtney Hopf Madora Saunders Melissa Waugh	4	Chelsea Jordan Bell Joanna Chambers[3] Justin Crary Pamela Milam[4] Jennifer Hively Walton Jennie M. Wilkinson[5] Andrea Williams[6]	6
Total		2		5		7

[1]Former English majors David Alan Cottrill and Adam Jason Swecker graduated with RBA degrees.

[2]Steven Smith was going to graduate, but had not finished an LSU course, so he should finish in summer and thus graduate in August 2012.

[3]*Quondam* Webb.

[4]*Quondam* Florence.

[5]*Quondam* Dorset.

[6]*Quondam* Cabbagestalk.

c. Classes' Enrollments and Student Credit Hours

Course		Title	Summer 2011		Fall 2011		Spring 2012		SCH
101	1	English Composition I	Ngenge	7	McConnell	21	McConnell	16	132
	2		McConnell	15	McConnell	18	Shaw	11	132
	3				Campbell	19	cancelled		57
	4				Walker	25	Shaw	15	120
	5				Ngenge	24	cancelled		72
	6				Wallace	17	Ngenge	15	96
	7				Pleska	19	Randall	16	105
	8				Wallace	22	Pleska	20	126
	9				Ngenge	17	Sturgeon	12	87
	10				Shaw	23	Campbell	14	111
	11				Randall	23	Randall	13	108
	12				Shaw	17	Campbell	16	99
	13				Randall	20	Ngenge	9	87
	14				cancelled		Ngenge	10	30
	15				cancelled				0
	16				Carena	16			48
	200				Shamblin GWHS	26	Jordan SAHS	8	102
	201				Carena SCHS	28			84
102	1	English Composition II	Wilson	11	Hicks	16	Hicks	21	144
	2		Kilkenny	11	Barnes-Pietruszynski	15	Barnes-Pietruszynski	27	159
	3		Walker	18	Hartstein	17	Wallace	25	180
	4		Walker	12	Barnes-Pietruszynski	18	Anderson	25	165
	5				Hartstein	25	Wallace	25	150
	6				cancelled		Taylor-Johnson	25	75
	7				Campbell	10	Hicks	10	60
	8				Anderson	18	Anderson	23	123
	9				cancelled		Asbury-Bonnett	24	72
	10				Alderman	19	McConnell	24	129
	11				Anderson	18	Walker	24	126
	12				Walker	21	Randall	21	126
	13				Barnes-Pietruszynski	12	cancelled		36

Course		Title	Summer 2011		Fall 2011		Spring 2012		SCH
	14				Johnson	10	cancelled		30
	15						Lidaka	15	45
	200						Shamblin GWHS	12	36
	201						Carena SCHS	29	87
112	1	Technical Writing			Kiddie	8	Kiddie	8	48
150	1	Introduction to Literature	Wallace	20	Shaw	23	Hartstein	18	183
	2		Hartstein	15	Barnes-Pietruszynski	23	Alderman	25	189
	3				Wallace	22	Randall	25	141
	4				Shaw	20	Pietruszynski	24	132
	5				McConnell	20	Hartstein	14	102
	6				Randall	22	cancelled		66
	7				Anderson	22	Taylor-Johnson	24	138
	8				Kiddie	21	Shaw	24	135
	9				Alderman	19	Anderson	22	123
	10				Johnson	20	Shaw	19	117
	11				Giardina	22	McConnell	22	132
	12						Giardina	15	45
160	1	Practical English & Grammar Usage			Campbell	19	Campbell	25	132
	2				Campbell	7	Campbell	11	54
201	1	Advanced Effective Communication			Wilson	20	Wilson	20	120
	2				Wilson	20	Ngenge	22	126
	3				Ngenge	18	Wilson	18	108
204	1	Writing for Business and Other Professions	Kiddie	16	Alderman	22	Wilson	25	189
	2				Sturgeon	14	Alderman	11	75
	3				cancelled		Kiddie	28	84
	4				Sturgeon	12			36
225	1	Journalism I					Parker	9	27
228	1	Introduction to Desktop Publishing					Barnes-Pietruszynski	8	24
250	1	Introduction to English Literature			Hartstein	22	Pietruszynski	13	105
255	1	The Power of Language			Sturgeon	12			36

Course		Title	Summer 2011		Fall 2011		Spring 2012		SCH
303	1	Expository Writing			Wallace	20	Wallace	20	120
304	1	Introduction to Creative Writing					Wallace	17	51
306	1	Principles of Grammar			Lidaka	19			57
311	1	Editing for Technical Writers			Kiddie	5			15
315	1	Shakespeare			Pietruszynski	16			48
320	1	Literature of the Western World I			McConnell	13			39
322	1	Teaching Writing & Grammar, 5-Adult			Wilson	14			42
324	1	Literature for Children	Taylor-Johnson	15	Wilson	22			111
325	1	Young Adult Literature	Taylor-Johnson	8			Taylor-Johnson	19	81
334	1	Principles of Literary Criticism			McConnell	1	McConnell	26	81
	2						Barnes-Pietruszynski	1	3
337	1	The Black Writer in America					Taylor-Johnson	20	60
340	1	Readings in African Literature			Ngenge	7			21
342	1	Women Writers			Randall	9			27
345	1	Popular Literatures: Gothic			Ladner	5			15
347	1	The Immigrant Experience in America					Hartstein	14	42
401	1	History of the English Language					Lidaka	24	72
402	1	Early English Literature			Lidaka	4			12
407	1	The Victorian Period					Barnes-Pietruszynski	19	57
408	1	Contemporary American Literature			Alderman	15			45
421	1	Teaching English in Secondary School					Wilson	13	39
431	1	Fiction Writing Workshop					Pleska	10	30
432	1	Creative Non-Fiction Workshop			Pleska	11			33
440	1	Interpreting the					Sturgeon	13	

Course		Title	Summer 2011		Fall 2011		Spring 2012		SCH
		Holocaust							
477	1	Senior Seminar			Kiddie	2	Alderman	9	33
	2				Kiddie	1			3
	3				Kiddie	2			6
		Totals	148		1108		1140		7188

Note: Some Early-Enrollment Engl 101 & 102 classes in area high schools show dubious enrollments in the ENRJLF reports provided (e.g., no enrollment but open or "closed" rather than "cancelled"). Otherwise, cancelled classes have been omitted, although some show as having one student still enrolled.

In addition, Mimi Blaylock of the Regents BA / Nontraditional Programs reports that 9 credit hours were awarded for the year:

Summer 2011

Fall 2011 Engl 310 Technical and Report Writing (3 credits)

Spring 2012 Engl 112 Technical Writing (3 credits)

Engl 310 Technical and Report Writing (3 credits)

d. Student Credit Hours per Faculty

Full-time Faculty

Note: The official figures do not reflect the heavy use of English faculty by Gen. Ed., Arts & Humanities (freshman experience) and Media Studies.

Name	Summer		Fall		Spring		SCH
	courses	students	courses	students	courses	students	
Alderman			4	75	3	45	360
Anderson			3	58	3	70	384
Barnes-Pietruszynski			4	68	4	55	369
Campbell			4	55	4	66	363
Giardina			1	22	1	15	111
Hartstein	1	15	3	64	3	46	375
Kiddie	1	16	6	39	2	36	273
Lidaka			2	23	2	39	186
McConnell	1	15	5	73	4	88	528
Ngenge	1	7	4	66	4	56	387
Pietruszynski			1	16	2	37	159
Pleska			2	30	2	30	180

Name	Summer		Fall		Spring		SCH
	courses	students	courses	students	courses	students	
Randall			4	74	4	75	447
Shaw			4	83	4	69	456
Sturgeon			3	38	2	25	189
Taylor-Johnson	2	23			4	88	333
Wallace	1	20	4	81	4	87	564
Wilson	1	11	4	76	4	76	489
Total English FTE	2		14.5		14		6153

Part-time Faculty

Name	Summer		Fall		Spring		SCH
	courses	students	courses	students	courses	students	
Asbury-Bonnett					1	24	72
Carena			2	44	1	29	219
Hicks			1	16	2	31	141
Johnson			2	30			90
Jordan					1	8	24
Kilkenny	1	11					33
Ladner			1	5			15
Parker					1	9	27
Shamblin			1	26	1	12	114
Walker	2	30	2	46	1	24	300
Total English FTE	0.75		2.25		2		1035

e. *Part-time Faculty & Their Courses*

Name	Summer			Fall			Spring		
	Crs	Title	OFF	Crs	Title	OFF	Crs	Title	OFF
Asbury-Bonnett							102	English Comp II	
Carena				101	English Comp I	SCHS	102	English Comp II	SCHS
Hicks				102	English Comp II		102	English Comp II	
Johnson				102 & 150	English Comp II & Intro to Lit.				

Name	Summer			Fall			Spring		
	Crs	Title	OFF	Crs	Title	OFF	Crs	Title	OFF
Jordan							101	English Comp I	SAHS
Kilkenny	102	English Comp II							
Ladner				345	Popular Lit: Gothic				
Parker							225	Journalism	
Shamblin				101	English Comp I	GWHS	102	English Comp II	GWHS
Walker	102	English Comp II		101 & 102	English Comp I & II		102	English Comp II	

Key: GWHS = George Washington High School

SAHS = Saint Albans High School

SCHS = South Charleston High School

SHS = Sissonville High School

f. FTE

Note: English figures only–Gen. Ed. and other courses are excluded.

	Total Student Credit-Hour Production	Total FTE	# of Full-Time faculty
Summer	444	29.6	2
Fall	3324	221.6	14.5
Spring	3420	228	14
Total	7188	479.2	30.5

2. Curriculum

a. EPC Proposals, Status, & Effective Dates

Several Certificates were created (effective Spring 2012): Creative Writing, Technical Writing, Diversity Literature, World Literature, and Literary Studies. New courses (starting Fall 2012) include Engl 202 *Writing for the Sciences*, Engl 410 *Digital Literacies*, and Engl 412 *Information Design*, plus an Honors course for Spring 2012, Engl 150H *Introduction to Literature*. The prerequisite for Engl 150 in general was

revised to remove the long-defunct reference to Engl 098, effective Fall 2012. Also effective Fall 2012 is a redesign for the English minor in Technical Writing. This is accompanied by a new option for the English BA: Technical Writing, a first such option in the state.

A new Engl 020 *Introduction to College Writing* was created and proposed, but as of this writing we have not received word of its final approval, though we intend to offer it in the Fall.

The department designed and approved some areas of emphasis for the RBA degree, but we have not seen any formal EPC proposals presented by the RBA program yet.

b. Special Topics Courses

No 399 or 499 courses were offered.

c. Curricular Goals for Next Year

We may work on graduate classes, but much is uncertain, especially since library holdings do not support ungraduate work, much less graduate. A long-standing equivalence of Engl 334 *Principles of Literary Criticism* and 441 *Contemporary Critical Theory* that has led to much use of the course substitution form will be formalized in all relevant areas in the Fall, having been discussed and passed (too late in the Spring term for EPC submission). And more tinkering with technical writing matters is expected.

d. Implementation of Previous Curriculum Changes

Both Engl 228 *Introduction to Desktop Publishing* and Engl 311 *Editing for Technical Writers*, new courses created last year, were offered.

3. Faculty Development

a. Synopsis of Activities

Prof. Alderman taught English 102 *Freshman Composition II*, English 150 *Introduction to Literature*, English 204 *Writing for Business and Other Professions*, and English 408 *Contemporary American Literature* in the fall 2011 term. In the spring 2012 semester he taught Arts & Humanities Freshman Experience 101 for the first (and last) time, English 150 I*ntroduction to Literature*, English 477 *Senior Seminar*, English 204 *Writing for Business and Other Professions*, and General Education 200 *Race, Gender, and Human Identity*. He chaired the Faculty Retention Committee, the English Majors committee, and the English 150 committee. He was forced to use LiveText for assignments in the Freshman Experience and Senior Seminar but has not mastered it.

Ms. Anderson served on four departmental committees both the fall 2011 and spring 2012 semesters: the Library, Contests, Composition, and Facilities Committees. Likewise, both semesters she served on the Faculty Senate's Faculty Grievance Committee, as well as the University's Textbook Affordability Committee. During both the fall and spring semesters she taught the General Education English Department courses 102 (two sections each semester) and Introduction to Literature 150 (one section each semester). In both fall 2011 and spring 2012 she incorporated WebCT technology into all of her classes. In addition to her teaching-related duties during 2011/12, Ms. Anderson acted as Director of

the English Labs (Multimedia Classroom 315 and Computer Classroom 316) in Ferrell Hall, supervising five lab assistants and creating lab use guidelines (ultimately intended for Live Text) re: faculty lab use, faculty lab equipment use, student lab use, and security measures. In fall 2011 she began volunteer service on the Design Committee of the West Side Main Street program. In spring 2012 she collaborated with Kim Dankovich-Taylor of Kanawha County Public Library (KCPL) in planning a new KCPL program set for fall 2012. The program links the works of director Alfred Hitchcock with those of writer Henry James, as examined in a recently published academic anthology. Sessions will include viewing of selected films with commentary by Ms. Anderson, in addition to book discussion. Ms. Anderson feels confident her past graduate study/experience as UCLA Film and Television Archive research assistant and American Film Institute library intern will aid in this endeavor.

During the time period of May 2011 – May 2012, Dr.Jessica Barnes- Pietruszynski completed several scholarly, professional development, and service opportunities. On the scholarly level, the paper "Two Strikes Against: The Development of a Writing Major at an Appalachian Historically Black College," Co-authored with Dr Jeff Pietruszynski, will be printed as a chapter in the forthcoming book *Undergraduate Writing Majors: Nineteen Program Profiles*, published by Utah State University Press. She presented a paper at a national conferences, The Conference on College Composition and Communication (CCCC), entitled "Teaching in the Mountains: The Writing Classroom and the Appalachian Identity," which was both co-authored and co-presented with Dr. Jeff Pietruszynski. The presentation is being turned into a journal article for "Teaching English in the Two Year College" by request from the journal's editor. As both service and professional development accomplishments, she attended several meetings and workshops sponsored by the West Virginia Developmental Education Task Force where she brought ideas back from the meeting to the department and helped create a developmental English writing course which will be taught in the Fall 2012. During this year she also became the faculty advisor to the student newspaper the *Yellowjacket* and served on a thesis committee for a media studies student.

On June 14 **Denise Giardina**'s play "Robert and Ted" (about Senators Robert Byrd and Ted Kennedy) will receive a staged reading at the Clay Center to open Festivall. The play was completed at the end of spring semester.

For the 2011-2012 academic year, **Dr. Thomas Kiddie** engaged in several instructional, scholarly, and service-oriented activities. In the summer of 2011, he once again taught English 204, Writing for Business and Other Professions, as a Web-80 course. In the fall semester Dr. Kiddie taught a total of six courses. In addition to English 150, Introduction to Literature and English 112, Technical Writing, he taught two other English courses for the first time: English 477, Senior Seminar, and English 311, Editing for Technical Writers. The senior seminar was an by-arrangement class with five English Education majors and focused on a comparative thematic approach investigating the history of the idea of the representation of monsters and villains in western literature. Editing for Technical Writing is a new course that Dr. Kiddie created to extend the current technical writing program and was offered for the first time in the fall semester. Besides these four English courses. Dr. Kiddie offered German 201, Intermediate German, for the first time in many years. He also team-taught once again the Media

Studies graduate course MS 502, Graduate Research and Writing, with Dr. Carolyn Sturgeon, this time "webifying" the course using WebCT for on-line peer discussions. Dr. Kiddie also taught MS 502 in the spring 2012 semester with Dr. Sturgeon. Other spring courses included another offering of English 112 and a section of English 204 offered for the first time as a completely on-line course. He also offered the second semester of intermediate German, German 202, for the first time.

In June 2011, Dr. Kiddie's essay "On Being John McCormick's Last Student" was published in the *College Hill Review*, an on-line quarterly that explores style in the arts and humanities. In the summer he performed a third and final research survey as part of his four-year project examining trends in text messaging as used in business and professional communication. He is now in the process of writing up his research. Dr. Kiddie attended two conferences this year, the West Virginia Association of College English Teachers (WVACET) at Marshall University in October and the West Virginia Consortium for Faculty and Course Development in International Studies (FACDIS) Conference on Technology in Morgantown in November.

As part of his service to the university, Dr. Kiddie completed his fourth year as a faculty senator. He is a member of two university committees, the Publications Committee and the Facilities Committee. He is also the assistant editor of *Le Journal*, WVSU's International Studies newsletter, which is published once per semester. Within the English department, he is a member of the Curriculum, Library, and Introduction to Literature Committees. He is chair of the Computers and Facilities Committee and co-chair of the Contest Committee. He was a judge in the fall Giardina Fiction Contest and Marshburn Poetry Contest, and he both judged and chaired the spring Essay Contest. As part of his work on the Curriculum Committee, Dr. Kiddie was instrumental in developing a new B.A. major option in Technical Writing. As part of this endeavor, he designed and received approval for two new courses to be added to the catalog and the major: English 410, Digital Literacies and English 412, Information Design. In addition to designing the curriculum for the new major, he also worked with the Curriculum Committee to revise the Technical Writing minor and to create a new certificate program in Technical Writing. To expand that reach into the College of Natural Sciences and Mathematics, he proposed and received approval to make English 112 a General Education elective for science majors as an alternative to English 102, and he also created another new course, English 202, Writing for the Sciences, that has been incorporated into the minor and will be offered for the first time in the fall 2012 semester.

According to Dr. Byers, officially, **Dr. Barbara Ladner** is "on leave" from the faculty. . . .

Juris G. Lidaka slogged on achairing, with new tasks and altered expectations perforce seriously reducing efforts on Bartholomæus Anglicus' *De proprietatibus rerum* (though the termination of *Year's Work in English Studies* duties still led to proofreading drafts of prior years' submissions before their electronic publication in the Spring and paper in the Fall). A WVSU Research Grant for library visits was most welcome, though it was exhausted after only a few trips; no reimbursement for those has yet been received. Teaching continued with 306 *Principles of Grammar*, 402 *Early English Literature through the Fifteenth Century*, 102 *English Composition II*, and 401 *HEL*, before skipping off to Kalamazoo for the 47th International Congress on Medieval Studies. Back to Bartholomæus Anglicus in the summer!

Dr. Anne McConnell completed her manuscript, *Approaching Disappearance*, which will come out in the Fall of 2012. She also presented a paper, "Blanchot Reads Hegel," at the American Comparative Literature Association annual conference at Brown University. Lastly, she led a book group at the Kanawha County Public Library on contemporary literature in the Americas.

During the time period of May 2011 – May 2012, **Dr. Jeff Pietruszynski** completed several scholarly and professional development opportunities. On the scholarly level, the paper "Two Strikes Against: The Development of a Writing Major at an Appalachian Historically Black College," Co-authored with Dr. Jessica Barnes-Pietruszynski, will be printed as a chapter in the forthcoming book *Undergraduate Writing Majors: Nineteen Program Profiles*, published by Utah State University Press. He presented papers at two national conferences. At the first conference, The Conference on College Composition and Communication (CCCC), he presented a paper entitled ""Teaching in the Mountains: The Writing Classroom and the Appalachian Identity," which was both co-authored and co-presented with Dr. Jessica Barnes-Pietruszynski. The presentation is being turned into a journal article for "Teaching English in the Two Year College" by request from the journal's editor. At the second conference, the American Culture / Popular Culture Association, he presented "Connecting with "The Other"; Anti-hero as Role Model in Firefly's 'Verse." In terms of professional development, besides the presentations and workshops sponsored at the conferences, he also attended the West Virginia Academic Administrators Association meeting.

Since May 2011, WV Public Radio aired five of **Cat Pleska**'s essays. Two of her articles appeared in *Wonderful West Virginia* magazine and a half dozen of her photos as well. She attended a two-day Trainer in Training workshop sponsored by HEPC at Flatwoods. She was invited to read a creative piece at the October WVACET conference in Huntington. In November she chaired two panel session at the South Atlantic Modern Language Association's annual conference. She attended a professional development seminar (ALP) on teaching remedial writing in Charleston.

Randall taught the following courses: Composition I, Composition II, Introduction to Literature, and Women Writers. She served on the University's Honor Committee to create an Honors Program, and created an Honors course for Introduction to Literature. Other committees include Library, English 150, and English Majors. Randall also is preparing new syllabi for the resuscitation of the Minor in Women's Studies Certificate Program which she created ten years ago and hopes that with Dean Ladner's and the University's support, will generate a consistent enrollment.

Kent Shaw published poems in *Ploughshares, The Believer*, *Denver Quarterly*, *H.O.W. Journal* and *Minnesota Review*. In April he was featured alongside such poets as Brenda Hillman, Matthew Dickman and Matthew Zapruder on the National Poetry Month Daily blog. He gave readings at Beyond Baroque in Los Angeles, Arts/West in Athens, OH, the Kanahwa Valley Arts Council in Charleston, WV and at an off-site reading during the annual Association of Writers and Writing

Programs Convention in Chicago, IL. In addition, he read with his wife for the Marshall University Visiting Writers Series. In April 2012, Kent Shaw presented a paper at the Midwest Conference on Christianity and Literature concerning the analogy of faith in Jonathan Safran Foer.

Dr. Sturgeon continues to re-imagine courses to meet the needs of the undergraduate and graduate students in front of her now as she works to integrate topics, methodology, and assessments that best reach and support her students. She is preparing to teach the Freshman Experience A/H course for her first time in the fall. She also returned to teaching English 101, one of the first year writing composition courses, this year after a long absence during which she taught the business writing course for about a decade. Dr. Sturgeon also team–taught a graduate research methods class with Dr. Tom Kiddie in the spring 2012 semester, and she presented a paper about the experience for the College English Association annual conference in March 2012. As chair of the curriculum committee in English, Dr. Sturgeon has worked to expand access and increase graduation rates by developing options for students in the Regents' program. She has also supported a variety of English curriculum changes to help serve WVSU's students. Finally, Dr. Sturgeon finished her sixth and last year as a Faculty Senator after serving for six years.

Carol Taylor Johnson received a Faculty Development monetary award along with her one- and- only Sabbatical to examine the papers of Harlem Renaissance author and former West Virginia State professor (1922-1953) John Frederick Matheus at Florida Agricultural and Mechanical University (FAMU), Tallahassee, Florida. She also worked on her book that will be a critical comprehensive anthology of Matheus' multi-genre works. Having examined his papers at West Virginia State University for the past two years, she was ecstatic to find material of his that she did not know existed at FAMU where he taught from 1911-1922 and died there. Taylor Johnson presented a Faculty Lecture taken from a part of her critical introduction on Matheus entitled "John F. Matheus: Race, Diseased Bodies and Broken Hearts" on February 16, 2012 at Davis Fine Arts Lecture Hall. She presented a multimedia presentation entitled "Our Immigrant Nation" at the WV State University day at the Capitol on behalf of the National Center for Human Relations. In addition to the presentations, she served on the Educational Policies Committee and as Chair of the Assessment Committee for the English Department. She created a test bank for several courses to expand online capabilities in her teaching.

Dr. Rob Wallace had a wonderful year. His classroom observation was very complimentary of his teaching skills, and his student evaluations for 2011 were higher than the departmental average, as well as the average for the university. In addition to this, he has been of great service to West Virginia State. Within the Department, he co-chaired the committee that awarded the Marshburn Poetry Prize, the Giardina Fiction Prize, and the essay contests. In addition to this, he served as the Faculty Adviser for the Kanawha Review, the student literary magazine. He served on the Composition committee and helped to develop a new class, ENGL 020, Introduction to College Writing. Within the larger university community, he served on the Tenure and Promotion Committee, and chaired it for spring 2011. Finally, he has been a prolific writer in several different genres. He has written and published poetry, fiction, and nonfiction in both regional and national journals. His poems, "Shimmer" and "A Stack of Bricks," appeared in Kestrel. His short story, "Too Dark to See," was anthologized in The

Anthology of Appalachian Writers, Bobbie Ann Mason Volume III. His nonfiction piece, "Old River, New bridge: The Increased Importance of Writing in the Virtual Classroom," was published in English Leadership Quarterly, a National Council of Teachers of English publication.

Dr. David "Woody" Wilson was appointed to the National Advisory Committee for the Praxis II-ELA test and currently serves as Professional Consultant for the Logan County/MUGC Improving Teacher Quality program.

b. Activities in Light of Proposed Plans

All activities are consistent with plans submitted by faculty.

c. Faculty Research

See 3a, above, as relevant

4. Budget

a. Use of Departmental Supply Funds

English Department account (beginning balance)	$1,700
Laser Charge of West Virginia (toner cartridges)	$408.79
Staples (calendars, dry eraser markers, post-It notes, staples, envelopes, etc.)	$422.70
Amazon.com	$39.36
WVSU Copy Services (paper)	$105
WVSU Graphic Communications (business cards for Campbell & Shaw; envelopes)	$68.34
Total expenses	$1044.19
Balance (unspent)	$655.81
Writing Center and **English Computer Labs account** (beginning balance)	$275
WVSU Copy Center (paper) for labs	$105
WVSU Copy Center (paper) for Writing Center	$35
Total expenses	$140
Balance (unspent)	$135

Note: a number of purchase requests had CUFS codes administratively changed, leading to uncertainty on our part of precisely what account paid for what, and even if our accounts were charged. The preceding table details our best efforts to straighten out this confusion within our accounts.

Approval for approximately $450 more in purchases is awaited: *American Tongues* and *Coriolanus* DVDs for departmental instructional purposes; a rechargable universal remote control for the TV, VCR, & DVD in A 315; and APA & ASA style manuals for the Writing Center.

b. Summary of Equipment Expenditures (if Applicable)

See above & below.

c. Other Accounts (Title III, Student Fees, etc.)

English Course Fee account **(CCRA)**	
WVSU Copy Center (paper)	$105
Computer Security Products, Inc. (universal scissor clip)	$33.04
Secur Tech (universal cable lock w/ scissor clip)	$33.90
Newegg.com (FileMaker Pro 11 database)	$358.98
Crucial Technology (4gb RAM kits)	$119.96
Total expenses	$650.88

Note: a number of purchase requests had CUFS codes administratively changed, leading to uncertainty on our part of precisely what account paid for what, and even if our accounts were charged. The beginning balance is unknown and monthly balance sheets were uninformative. The Spring term brought budgeting changes whose effects we hope will lead to more accurate information and control.

5. Facilities

a. Department Facilities

The English department has seen further growth in use of the Writing Center (see below, p. 24), providing students with individual writing support in Ferrell 304. It has several laptop computers, a printer, a technology cabinet, tutoring-friendly tables and chairs, and a computer for logging student in when they come for tutoring.

The English department shares classrooms largely in the A building (Ferrell Hall) with other departments. Continuing problems are temperature maintenance and external noise. Often these classrooms are excessively hot, from over-heating or inadequate air-conditioning. In addition, it is difficult to darken some of them appropriately for viewing audio-visual materials. While chalk is usually supplied in rooms with chalk boards, instructors must bring dry erase markers, since working markers are rarely available in the classrooms. It is unclear whether they are insufficiently supplied or spontaneously (and unscientifically) sprout legs and wander off. Since some instructors dislike dry erase boards, while others are allergic to chalk dust, perhaps it would be best to provide all classrooms with both white and chalk boards, although space may render this unfeasible. Some of the older furniture has been replaced with slightly younger furniture (from surplus?), but older students and large younger ones still find the desks constricting and uncomfortable.

The English Department also operates two dedicated computer classrooms: Ferrell 315 and 316. Prof. Anderson has demonstrated excellent stewardship of these rooms, so that all computers are

working most of the time, and theft had decreased, partly due to the sign-in procedure, requiring walk-in students to surrender their IDs during their stay in the lab.

All faculty housed in Hill Hall have their own offices. These are a good size and generally comfortable, but sometimes they are inadequately or over-heated in winter or insufficiently cooled in fall, spring, and summer due to faulty units.

The department has designated Hill Hall 212 as a Faculty Lounge (previously labelled "Faculty Lozenge," "Faulty Lounge," and briefly "Faulty Lozenge" thanks to some wag); it houses most of the department's DVD/video collection, along with some books and other items. Since it is locked except for the rare times it is in use, the name is quite inaccurate but we have not turned our minds to renaming it.

b. Recommendations for Repairs, Alterations, and/or Additions

Hill Hall offices need on-going air-conditioning/heating repair/replacement, and many of the desks, chairs, and file cabinets should be replaced. The department would make a better impression if office doors were stripped (sanded if needed) and varnished to provide a professional look that would enhance student, staff, and faculty recognition of the seriousness and respectability of higher education. New carpeting and the dropped ceilings, installed a few years ago, have improved the look of the department somewhat.

Despite the change of unit/s for heating and cooling the Ferrell Hall, a number of classrooms have been overheated, seriously inhibiting effective teaching and learning. Since this excessive heat also affects the English computer labs A315-316, where the equipment generates its own heat, we are beginning to worry about the equipment there, as well as any people using those labs.

c. Other Physical Facilities Concerns

Handicapped students would be served if the building were equipped with an elevator. Personnel making deliveries have also complained about this absence.

6. Personnel & Staffing

a. Faculty Staffing

We have some excellent tenure-track faculty to meet various needs in comparative literature, theory, teacher preparation in language arts, and professional writing. Three recent retirements (Anaporte, Frazier, and Henry) and one promotion (Ladner to Dean of Arts & Humanities, "officially...'on leave' from the faculty") left the department down 4 faculty, and 2 were hired. The recent drop in enrollment has eased matters a bit, but efforts to reduce adjuncts may well mean that classes unstaffed as a result will have to be canceled, disservicing the students. The faculty is still largely literature-based, though the number of students in the Literature Option has been dwindling; it will take time to either reverse that trend or balance faculty fields.

Salary compression continues to be a problem, along with generally low salaries. Junior faculty salaries start out close to market (though still noticeably below), but as they become senior they fall further behind. The annual increment for faculty has addressed one inequity a tiny bit, but a Cost-of-Living-Adjustment (COLA) as part of salary and funding formulæ is decades overdue. We understand

that finances are tight at all times, but we believe that morale would improve somewhat if the administration took a stand on COLA adjustments.

The increased expectation by administrative processes (tenure, promotion, merit, and even retention) that research will be done must be accompanied by increased support for research activities in travel and research funds, release time, and recognition. A book budget could buy faculty members' research materials that they would otherwise pay for out-of-pocket. Full reimbursement for travel to academic conferences will support the expectation that faculty will keep up in their fields; an additional stipend should reward those who take active roles in those conferences. Without these, the lesson is that conference-going will be done wholly or partly at faculty expense. Maintenance of current knowledge and its furtherance through research must be supported by library services, which should not be done through the vagaries of "soft" money.

Because research takes time, active researchers should be provided with that time through course-release loads, and the courses should then be covered by adjuncts; otherwise, active researchers are penalized for their research relative to time and costs not incurred by faculty engaged in teaching but not in research. Some academic publishers now require subventions from the authors, but the subventions are too large for individuals and are more appropriately met by institutional support. With university status, research gains in importance and thus must be enhanced through the budget.

b. Other Staffing (Clerical, Work-Study Students, Lab Assistants, etc.)

The pay grade for Mrs. Henderson, the Administrative Secretary, Sr., was finally adjusted but is still not up to the correct Mercer Scale level, and she continues (as do most other WVSU staff) to be woefully underpaid. We are lucky to have her.

7. Assessment

a. Departmental Assessment Activities

A capstone course has been implemented in which students complete their departmental portfolio: ENGL 477 *Senior Seminar*. Recent changes in WVSU assessment plans and personnel will clearly alter our activities and plans, so what will be done with these portfolios may well change.

b. Attach Departmental Mission Statement & Assessment Documents

Attachments are attached terminally.

c. Assessment Plans for the Next Year

We will see what the new university assessment plan and personnel expect, and we will see what occurs anent LiveText and its implementation and cost.

8. Advising

a. Strategies to Encourage Year-Round Advising

Our Advising Handbook has helped students keep track of their progress toward graduation.

b. Problems, with Suggestions for Improvement

We will be updating curriculum checksheets to reflect various catalog changes. The department approved a wholly new format for those checksheets, which combines the Option requirements with the General Education requirements on one page, thus replacing two separate checksheets. This rather closely resembles the graduation audit checksheet and, one hopes, will simplify both advising and auditing.

Curiously, English Education majors seem unaware of the Advising Handbook in the early years, when it may benefit them the most. We have begun to stress its existence.

9. Student Activities

a. Departmental Honor Societies

Lambda Iota Tau (ΛΙΤ) and Sigma Tau Delta (ΣΤΔ) are our honor societies. ΛΙΤ serves literature students (majors and minors); ΣΤΔ honors all outstanding English majors. See the next item for some activities.

b. Student Social Organizations

The *Kanawha Review* is an annual publication of the WVSU Office of Student Affairs, although funding has recently become problematic. Contributors to the magazine are students and former students of the University. Selections are made by the student editors and by a faculty editor (Rob Wallace) and do not necessarily reflect the attitudes of the University. The editors believe that a variety of styles, voices and views should be represented in the magazine. Students are encouraged to submit their poems, fiction, essays, scripts, drawings and photographs to be considered for future issues. Materials should be brought or mailed to Rob Wallace, 207 Hill Hall.

The English Club and the honoraries, co-advised by Anne McConnell and Cat Pleska, had two poetry readings (one each semester), had two fundraisers (baked goods in the Fall and hot dogs in the Spring), participated in the African-American Read-in, and had a Homecoming queen and participated in the parade; two members—one of whom presented a paper—attended an undergraduate English conference at Shepherd University.

c. Activities in 9a & 9b

Beyond the annual *Kanawha Review*, the English department hosts each semester an English Majors' Luncheon and offers each year an English Department Essay Contest, open to all students and using several categories, a Fiction Contest, and a Poetry Contest.

10. Department Summary

a. General Education

The department offered the following courses in the General Education curriculum: Engl 101, Engl 102, Engl 150, and Engl 440, offerings of which may be seen in item **1. Quantitative Items**. In addition, department members continue to make up the lion's share of faculty for GE 100 and 200.
Dr. Pietruszynski receives release time for his duties directing the General Education program.

b. Instructional Technology

At least Profs. Anderson, Barnes-Pietruszynski, Kiddie, Lidaka, McConnell, Pietruszynski, Shaw, Taylor-Johnson, Wallace, and Wilson have had some WebCT (soon to be online.wvstateu.edu, running Sakai) component to several of their classes, varying from web-10 to web-100.

c. International Studies

Not applicable.

d. Retention & Recruitment

Activities and events described above (the Luncheon, etc.) promote the varieties of English major. The department's student organizations help in retention and recruitment by building student morale and also serve as a link to graduates. Letters were also sent to prospective English majors, whose names were supplied by the office of admissions.

e. Program Review

We were successful in Program Review in 2009-2010. Below are comments from Dr. Byers and from the Program Review Committee.

From Dr. Byers: At the meeting of the WVSU Board of Governors on April 22, the comprehensive Program Review for the Department of English was examined and the recommendation for the major in English was for continuation of the program at the current level of activity without specific action. Dr. Rowley, Chair of the Academic Policies Committee of the Board, commented on the high quality of your review report. You and the faculty in the Department of English are to be commended for the performance of your program; continue your good work.

From the Program Review Committee: The Program Review Committee recommends the Bachelor of Arts degree in English be continued at its present level of activity without specific action. The English programs in Literature and in Professional Writing offer comprehensive curricula and have produced a stable number of graduates. The program has a strong student outcomes assessment plan with alignment of outcomes and curriculum.

The Department offers a diverse range of courses and has a stable core of faculty who are likewise diverse and highly qualified. It produces a high number of student credit hours due to its general education model. The course offerings make use of important innovations and instructional developments. There is a strong advising program and student- faculty interaction.

Although the program has no major weaknesses, a challenge going forward is to streamline the administration of the assessment program. The Committee is concerned that the current staff is not fully adequate to serve the needs of the Writing Center while maintaining quality in the degree program.

I concur with the recommendation of the Program Review Committee.

f. Accreditation

Not applicable.

g. Early-Enrollment

See **j. Off-Campus Classes,** just below.

h. Community Activities

Faculty members have taken part in many community activities; see **3a.**

i. Special events

Not applicable, except as covered previously.

j. Off-campus Classes

Name	**Summer**			**Fall**			**Spring**		
	Crs	Title	OFF	Crs	Title	OFF	Crs	Title	OFF
Carena				101	English Comp I	SCHS	102	English Comp II	SCHS
Jordan							101	English Comp I	SAHS
Shamblin				101	English Comp I	GWHS	102	English Comp II	GWHS

Key: GWHS = George Washington High School SCHS = South Charleston High School

SAHS = Saint Albans High School SHS = Sissonville High School

k. Graduate Classes

Drs. Kiddie and Sturgeon team-taught MS 502 *Graduate Research and Writing*, a writing course for entering Media Studies graduate students, in Fall and Spring; since only one instructor is shown in Banner, one of them was listed as the instructor in the Fall and the other in the Spring.

Appendix A: Departmental Mission Statement

Purpose

The purpose of instruction in the Department of English is to empower students' discourse by enabling them to increase their awareness of language, to develop their confidence and involvement in the processes of writing, and to respond critically to texts.

Courses offered by the Department prepare students for reading and writing throughout the University curriculum, for communication in business and professions, for the advanced study and teaching of English, and for careers in professional writing, journalism, publishing, and related fields.

The English program within the University's curriculum as a whole has a number of distinct functions: (1) developmental reading and writing; (2) General Education, which includes English Composition and Introduction to Literature; (3) service courses for other majors, including Business Administration, Education, Communications, and others; (4) the Bachelor of Arts in English, with two options, Literature and Professional Writing; and (5) the Bachelor of Science in Education, with teaching specializations in Middle/Adolescent and Language Arts.

The Bachelor of Arts in English has a common core of courses in language, writing, literature, and critical theory. Students may choose to pursue the more traditional Literature Option, which prepares them for graduate study and professional school; or the Professional Writing Option, which prepares them for a variety of careers as writers.

Scope and Nature of Teaching, Research, and Service

Faculty of the English Department teach composition and advanced writing, introduction to literature, and courses specializing in periods, genres, and themes. They conduct research in rhetorical and critical theory, pedagogy, and literature. They publish both scholarly and creative writing. They are active at the local, state, and national levels in professional organizations such as the National Council of Teachers of English, Modern Language Association, Conference on College Composition and Communication, Association for Developmental Education, College Language Association, West Virginia Association of College English Teachers, and many more.

Members of the Department provide leadership in the General Education program and the faculty governance system and its committees. They organize programs in which visiting writers present readings and workshops for the University community; they present papers for the Faculty Lecture series; they conduct a special program for English majors every semester, hold student writing contests, and advise student activities, including Lambda Iota Tau (ΛΙΤ) and Sigma Tau Delta (ΣΤΔ) honorary societies and the student literary magazine, the *Kanawha Review*. They have been frequent consultants to the West Virginia Humanities Foundation and its community programs.

Unique Qualities of the Program

The program is distinguished by its computer-supported English 101 classroom, with software and physical arrangement to facilitate collaborative writing. The Department is developing an assessment strategy for the English major. The curriculum emphasizes cultural diversity and awareness of class, ethnicity, and gender issues through course offerings and program requirements of long standing. The writing faculty is especially strong, including published poets and a novelist of national stature. The faculty as a whole is distinguished by the breadth and diversity of expertise in literary studies, rhetorical and critical theory, and commitment to teaching.

Goals

The Department will continue to emphasize the use of technology in instruction by making computers available in more courses and to more students and faculty. Strategies will be developed to recruit and retain English majors, as well as to assess their achievement. The faculty will be advocates and leaders of writing across the curriculum. The teaching of literature will emphasize the connections between literature and culture, and the value of literature as a means of global understanding.

Appendix B: Assessment of Majors

Purpose

As faculty in the English Department, we want to develop graduates who are proficient in analytical thinking, in critical reading of both literary and nonfictional texts, and in a variety of writing modes. All graduates should be able to use their knowledge of features of language, interpretive approaches to literature in English from several periods, and the process of composing. To strengthen the program and students in the program options of Literature, Professional Writing, and English Education, we want to document the learning development of our majors. For this documentation, we use a four-stage process to assess progress and achievement through portfolios, interviews, and surveys. Two of the three papers for the portfolio must be nonfiction prose.

Method

Stage One

Students submit a paper from a 100-level class to the instructor of your English 250 course. The students complete the self-assessment form by writing a paragraph describing (1) the purpose of the paper, (2) how the paper was prepared, and (3) their view of the paper's strengths and weaknesses.

Stage Two

Two or three semesters before graduation, students submit a paper from a 200-, 300-, or 400-level class to their advisors. The students complete the self-assessment form, writing a paragraph describing (1) the purpose of the paper, (2) how the paper was prepared, and (3) their view of the paper's strengths and weaknesses.

Stage Three

A. During the semester students graduate or while they take English 477 the Senior Seminar, they submit a third paper from a 300- or 400-level course to their advisor, along with the completed self-assessment form. This includes a paragraph describing (1) the purpose of the paper, (2) how the paper was prepared, and (3) their view of the paper's strengths and weaknesses.

B. Before the end of that same semester, the students' advisors will also assess the portfolio, writing a brief description of their advisees' strengths and weaknesses in their chosen Department option (professional writing, literature, or English education).

C. By the end of that final semester, another faculty member will also assess the students' portfolios. Using the appropriate form, these faculty members will evaluate the students' samples and briefly describe their strengths and weaknesses in the chosen Department option (English education, literature, or professional writing).

Stage Four

Data about the English Department graduates will be retrieved from the surveys administered by the Office of Student Assessment to all graduating seniors. Data will also be retrieved from alumni surveys. This data will include self-assessments and measures of satisfaction with the program and faculty, as well as post-graduation status (e.g., employment, graduate studies, etc.).

Using the Results

Material created by these assessments will enable students to measure their own progress in meeting departmental objectives as they assemble and comment on their own work. (Please note that, although the Department requires student assessment, this assessment is not part of any student's grades.) The assessment will also allow the Department to advise students more effectively, individually and collectively, and to determine whether the curriculum enables students to meet those objectives.

Appendix C: WVSU Writing Center Report Spring Semester 2012 and AY 2011-12

WVSU Writing Center Report Spring Semester 2012 and AY 2011-12 May 9, 2012

The Center has experienced continual growth via numbers of visits and numbers of individuals using the Center for AY 2011-2012.

This spring, the PC with the software that tracks activity in the Center concerning visits, individuals, etc., was upgraded from an old PC to a newer model, and updated with software that helps us now input/track students for specific classes. For example, because students enrolled in English 101 enhanced are university mandated to attend 10-15 hours in the Center for tutoring during the semester, Mr. Huston, from computer services, changed the software so that class lists could be added under each professor's name. Students can now click on their specific class when entering/leaving the Center. It was an aid to the professors to track who came to the Center. Other software changes allow us to now find individual students by their A number. This proved most helpful in a number of cases when students forgot to sign in on professors' sign-in sheets. This way, it will also be easier to track them over time.

Note: due to the PC missing for 3 weeks, some of the numbers are estimated. I did supply sign-in sheets. However, I estimated on the low side because I was aware that some students forgot to sign-in.

The number of visits for Spring 2012 is **604**. This is a decrease of 32 (636) visits from Fall 2011, or 6.5%

The number of individuals visiting the Center for Spring 2012 is **156**. This is an increase of 9 individuals over Fall 2011, or a **6% increase**.

The number of visits for AY 2011-2012, August 30, 2011 to May 9, 2012 is **1,233**. This is an **increase of 443 visits over AY 2010-2011, or 56%.**

The number of individuals visiting in AY 2011-2012, August 30-May 9 is **300**. This is an increase of 160 individuals, up from 140 for AY 2010-2011, an **increase of 115%.**

Evaluations were placed in the Center this spring (designed by Daisy Squirts of Student Support Services). Results indicate that scores for overall quality of service, using a 1 through 5 scale, where 1 is poor and 5 is excellent, we received 35 evaluations, with 5 questions on quality (other data not reported here):

- knowledge of subject
- use of helpful examples
- encouragement
- clear answers to questions

- caring and understanding attitude

There were no scores of 1,2, or 3. All together, **we received 159 5's and 23 4's**. Copies of the student evaluations are available upon request.

We continue to serve WVSU students using 4-5 peer tutors, assistant Mary Beth Thaxton, and I as the director. We work to be responsive to any student who uses the Center with resources, guidance, and direction with any type of writing assignment.

We are now receiving commentary from students who are creating a history of attendance in the Center and are noticing that their writing skills are steadily improving because of their visits.

I visited 5 classrooms during the Spring 2012 semester to inform students and their professors of the Center's services. Further, there were 3 classes brought to the Center by their professors to learn about the Center's services. Each semester I send an invitation to the faculty listserv that I am available to come speak to any class regarding our services and increasingly professors are asking for our input. During the semester, I send additional information via the faculty listserv regarding hours or any changes and also to remind the faculty that they can send their students to us for assistance in any writing assignment for any discipline.

This past September, I and the Center became members of the International Writing Centers Association, a professional organization that sends a newsletter and journal to me to use in the Center. I placed the materials in the Center for tutors to read, and also included them in an assignment when I taught workshops for the tutors.

In conclusion, it was a productive and successful AY for WVSU Writing Center. I foresee continued growth and look forward to serving the students at WVSU with any writing need.

Respectfully submitted by,

Cat Pleska, Director

WVSU Writing Center